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Mathilde Geannopulos

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Education: Developing Self Reliance for Female Syrian Refugees in Host Communities

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Submitted in partial fulfillment of the requirements for Refugee, Health, and
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Abstract

The Syrian refugee crisis has displaced millions of Syrians, leaving them without homes, resources, or any means of re-establishing self reliance. Given the immediate need for survival, education has become a luxury for many families. Issues of accessibility, quality, and societal resentment from Jordanians avert Syrians from seeking an education. This inhibits female children from productively developing their intellectuality and culminates in being susceptible to detrimental practices, like child marriage.

This study looks at the reason for low enrollment rates of Syrian female refugee children into the Jordanian education system. The research specifically interviews daughters and their guardians about their experiences with the education system in Jordan. Reasons for not prioritizing school range from child marriage, to hostility between both Syrian and Jordanian students, to inaccessibility because of simple system failures. That being said, education has been deemed a universal right by the international community and will provide more options to those that choose to partake than those that do not. It has been proven that women who choose to seek an education will become more economically productive for their unstable household income, as well as more incentivized to engage positively in community affairs. This study is significant because the researcher determined the powerful influence of guardians on their children. With the encouragement of her mother, a girl will more likely pursue self reliance and this will ultimately place her in a more favorable position of independence and career based success. The research is relevant to bodies that aim at improving the education system in Jordan to incentivize girls and their guardians to persist with their educations.

Keywords: Education, Regional Studies: Middle East, Vocational Training, Teacher Training

Introduction

The Syrian Civil War began in March 2011, during the Arab Spring, when the government stifled anti-government protesters. It is an ongoing multi-sided conflict between numerous forces like the President of the Syrian Arab Republic: Bashar Al-Assad and rebel groups, like the Islamic State. The international community has accused all conflict perpetrators of violating severe human rights. Those violations have caused a major refugee crisis where Syrians have fled their homes to nearby countries including Turkey, Lebanon, and Jordan. The diaspora has incited instability among fleeing families which has in turn incited instability in all things that used to be part of a family's daily life. While Syria had a laudable reputation for its education system, Syrian refugees are suffering from the lack thereof because of their migration to another country or internal displacement. The Migration Policy Institute stated that "Approximately half of the Syrian refugees are under the age of 18, and around 40 percent are under the age of 12," which is an integral age for the development of children and adolescents (Sirin & Roger-Sirin, 2015, 1). Upon arriving in Jordan, though, the process of attaining education is difficult, making its access to Syrian refugees more improbable than a universal right should be.

The aim of this study is to understand the value of education in the eyes of Syrian female refugees, and discern whether there are cultural and socioeconomic factors that affect this universal notion. With a better understanding, the international community can ameliorate the lives of refugees from the perspective of the people in question, rather than the perspective of the government hosting them. The researcher works within an organization that promotes the value of college education for adolescent refugees seeking asylum in the United States. Therefore, the

researcher wants to understand the accessibility of education for Syrian refugees in Jordan, during her time abroad, so as to better compare it to the difficulties of accessibility of higher education for refugees in the United States. The goal of this research is to determine causes of low enrollment and assess the motivations that encourage female refugees to carry out their studies, whatever they may be, as it enables self reliance. The interests of the host government are not always necessarily in line with that of the refugees. To understand how the world can better serve the refugee's education needs, it is important to learn the specific challenges from the refugee perspective. Many policy reforms aimed at tackling the issue of education take into account the government's standpoint more than that of the refugee. This issue is valuable to research because the world has characterized refugees as a burden on society. By boosting education policies for refugees, they can be considered productive members of society and become economically active within the country they reside in. The Syrian refugee crisis has no foreseeable end date and must, therefore, be tackled with long term solutions.

General Parameters

The scope of this research is quite small, as it consists of twelve interviews between both parents and their daughters. There are no surveys as this particular research question necessitates more qualitative information than quantitative. The hypothesis is that Syrian refugee girls do not enroll in school because of an excess of varied safety concerns that prevent them from wanting to pursue an education in Jordan. In addition, I expect to find that pushing off their education is encouraged by parental figures that deem their daughters might better use their time by starting a family and who are concerned for the safety of their children. The premise of this belief is based on the conservative nature of low socioeconomic Syrian families that seek refuge in Jordan.

Other safety concerns include those of school age girls facing bullying in schools, making it a hostile educational environment. Lastly, lack of provided education and correct enforcement of the double shift system impedes women from seeking an education. Returning home when it is dark increases risk of assault from predators.

Terminology

Specific terminology is necessary to grasp the content of this research. First of all, the reader must understand what the Ministry of Education defines as “education” in Jordan, as there are three types for refugees. First is formal education, which is the classic public school education; then, there is non-formal education, which is a curriculum administered by the Ministry of Education to students at home because they have been out of school for three or more years; finally, there is informal education which was developed as a means of “catch up education” to help students prepare to re-enter school after a prolonged absence (Culbertson & Constant, 2015, 21). This study looks at enrollment rates for formal education. Within the formal education system, students partake in a double shift system, where they either attend a morning shift or an evening shift. This type of schooling is meant to provide an education to a larger number of children by dividing the amount of instruction and class time into two halves. It is also seen as a means of integrating Syrian students into the public school system (Double Shift). After attending secondary school, students must pass their Tawjihi to obtain a diploma. The Tawjihi is the certificate of examination that determines whether or not a student has completed their secondary education to the standards of the country. Lastly, the reader must understand the difference between living in the refugee camp and the host communities. Refugees living in the camp are confined to specific parameters and cannot usually exit the camp. Refugees living in

host communities are surrounded by other Jordanians and Jordanian neighborhoods. 80% of the refugees in Jordan are said to live in host communities, and this only encompasses those registered with the UNHCR. As Syrians bleed into Jordanian communities and compete for the same resources that impoverished Jordanians have so little of, Jordanians feel a growing sense of resentment for the specialized treatment that refugees are afforded, but that is not attainable for the citizens themselves (REACH). These terms are valuable for the reader to comprehend the significance of this study.

Literature Review

In order to understand the necessity of reevaluating the current education system put in place for refugees in asylum countries, with a focus on female children, certain theories must be studied and explained. The complex nature of this issue requires thoughtful and cultural solutions that encompass the needs of refugees from their own perspectives, rather than refugee needs from the removed international community's perspective. To grasp the particular responsibility of the world, with regards to cultural and socio-economic factors affecting the needs of the refugee community, there are three holistic concepts and theories to study. Firstly, we must understand the importance of universal education for all Syrian refugees. Then, we must understand the Social Learning Theory and how parental authority in Arab communities influences the adherence to tradition for daughters, specifically. Lastly, we must understand the risk assessment that is taking place when girls decide whether or not they wish to seek an education.

According to the UNHCR, "[a]ccess to education is the basic right of any person" and providing refugees with the opportunity to develop their skills through an education maximizes

their capability to “rebuild their lives [and] improve overall living standards” (Rourke, 2014, p. 126-127). The agreement continues by stating that “[q]uality education that builds relevant skills... builds skills of self-reliance” (Rourke, 2014, p. 127). Refugees face extreme vulnerability when they are displaced due to crises from within their home states. By providing an education, the UNHCR acknowledges that it ameliorates the extent of their vulnerability, and provides them with a means of freedom, to the standards of many and most countries, by giving them the tools to lead productive lives in their asylum country. Rourke also addresses the benefits of structured school days for refugee children as it encourages a sense of normalcy post displacement and how particular knowledge, especially language skills, will permit refugees to more easily find jobs that do not involve exploitation (Rourke, 2014, p.128-130). Therefore, education is considered a universal right, and this right is recognized by international law. That being said, the agreement does not address the means by which one can achieve that end, especially in a country that faces its own domestic difficulties, like Jordan.

Generous as the country may be to have welcomed 659,593 refugees, Jordan is struggling against an economic crisis that has left its population with a 34% unemployment rate (UNHCR 2017). Issues of access, societal resistance, and quality complicate how universal this education can truly be for refugees. Only 62% of refugees in host communities are enrolled in formal education, and most of them are concentrated in the poorer, Northern parts of Jordan (Culbertson & Constant, 2015, 16). When a child has the option of attending school, she has difficulty accessing a means of transportation to reach school and then return back home. Transportation is both a financial and safety issue for daughters of Syrian refugees. Because there is no public school transportation system, children must rely on taxis or public buses which are too expensive

for their education to be considered a worthwhile necessity (Culbertson & Constant, 2015, 18). If the issue of transportation is solved, students face the difficulty of space shortage which is the primary reason for the double shift system. This system was promoted as a means of combating overcrowding in schools with the influx of Syrian refugees (though initially introduced during the Palestinian refugee crisis). Jordanian and Syrian students switch off attending school in the morning and then, in the afternoon. As a result of the space shortages, Jordan's Ministry of Education (MOE) "announced a need to build 72 additional schools to support the refugees" (Culbertson & Constant, 2015, 16).

Because of the double shift system, it has been difficult to integrate Syrians into the Jordanian community. While this statistic dates back to 2014, "54 percent of the known numbers of Syrian children enrolled in formal education were in classrooms with Jordanian children, 46 percent were in separate schools," and while there are compelling reasons for the separation, it proves to be detrimental in the long term (Culbertson & Constant, 2015, 51). Short term benefits touch on the importance of specialized learning conditions for traumatized children, adjusted curricula, and avoiding harassment from Jordanians that do not want their classes "inundated with large numbers of refugees" (Culbertson & Constant, 2015, 52). Studies have acknowledged the detriment of integration, mentioning that "that mixed classes, poor management of educational services, overcrowded schools, school-based violence, discrimination between Jordanian and Syrian students, and disagreement over curricula contributed to the tension" (Culbertson & Constant, 2015, 52). While this mutual hostility is unlikely to disappear in the near future, identity based education is said to inhibit social cohesion between the host country and asylum seekers. Given the perception of lower quality education for separated

Syrians, it fosters resentment among refugees and prevents them from succeeding in a country they will likely spend a long time in (Culbertson & Constant, 2015, 54). Separating refugees from citizens promotes a culture of separation and overworks teachers that are expected to work a double shift system without any financial incentive.

The quality of the education in the double shift system is a topic of contempt, as Jordanians resent Syrians for depriving citizens of resources they necessitate. At the same time, Syrians resent Jordanians for what they consider to be a lack of hospitality. In 2003, Jordan pushed development of their own education system to aid rural and impoverished urban communities. Because of the Syrian refugee crisis, these reforms have been put on the backburner at the detriment of vulnerable Jordanian communities. The quality of education has, therefore, only regressed with the surplus Syrian students that are added to classrooms (Culbertson & Constant, 2015, 69). To address this problem of resource allocation, “the Jordanian government has mandated a policy that 30 percent of all foreign aid targeted toward Syrians must be reserved for Jordanians” (Culbertson & Constant, 2015, 69). This prevents Jordan from stunting its own development, while also incentivizing integration because it relieves resentment towards Syrians. This being said, the second shift system imposed upon the refugees is said to be of lower quality, which sets a dynamic of inferiority. The teachers are less experienced and there are less hours of instruction for Syrian refugees than citizens of Jordan (Culbertson & Constant, 2015, 70-71). Unfortunately, Jordan’s labor laws restrict Syrians from working public sector jobs, as are even Jordanians, so any Syrian that would like to teach refugees is restricted and will not be paid to do so, even though it would greatly alleviate a burden from Jordanian teachers to, at least, have assistants (Culbertson & Constant, 2015, 66).

Not only that, but it might allow Syrians to contribute to the wellbeing of the nation in a good faith manner.

Universal education is considered a right, but aspects such as access, societal tension, and lack of standardized quality prevent this right from being attainable in Jordan. Since the government is considered responsible for the wellbeing of refugees, policy models meant to improve such access, like the Jordan Compact, ultimately reflect intergovernmental interests, leaving little room for the perspective of local NGOs or that of refugees (Barbelet et al, 2018, 5). If these policy models reflected refugee perspectives, they would administer surveys to the actual refugees so as to more accurately measure the achievements and remaining shortcomings of the compact (Barbelet et al, 2018, 5). Providing universal education is an inherent responsibility of the world, but the international community often does not take into account cultural factors that play a role in how refugees perceive the necessity of education when paired with low accessibility.

By definition, the universal notion and prioritization of education does not take into account the cultural and socioeconomic context of Syrian refugees residing in Jordan. Psychologist Albert Bandura developed the Social learning theory which recognized that children often demonstrated the observed behavior of adults (Cunningham & Cunningham, 2016, 1057). Traditionally, women in low socioeconomic families are not expected to work outside of the house. Syrian refugee women often value remaining in the home to preserve their religious modesty. Women are customarily expected to uphold their maternal role by marrying early and having children, especially given the popularity of child marriage in low socioeconomic Syrian areas. It reduces a financial burden upon the daughter's parents, while also giving her a sense of

purpose by the standards of their community. A study conducted on the legitimacy of parental authority in the eyes of Syrian refugees reflects how parents influence the decisions that children and adolescents make. According to the data they collected, “Arab families emphasize... obedience, conformity, community” (Smetana, Ahmad, Wray-Lake, 2016, 485). The authors further explain that “interdependence is... valued over autonomy” where women in particular “have less privilege and autonomy than their male counterparts” (Smetana, Ahmad, Wray-Lake, 2016, 485). This cultural context provides insight into who the international community should be targeting when incentivizing education for female Syrian children. If parents support and encourage the education, the daughters are likely to brace the difficulties and find the means to attend their classes.

The question, then, is what type of education do Syrians value as productive given the job restrictions imposed by the Jordanian government. Many Syrians sought asylum in Jordan without anticipating their long duration and therefore did not understand the necessity of education for what they assumed was going to be short term displacement. Formal education is not necessarily the only means of becoming a productive member of the guest country. One study looks at the value of vocational training in Jordan’s largest refugee camp: Za’atari. The authors frame it from the perspective of social support by saying that involving refugee women in work helps to promote their “feeling of being valued,” as employment promoted self confidence (Jabbar & Zaza, 2015). Given their refugee status, many families are economically strained. So while working is against the tradition of the particular socioeconomic Syrians residing in Jordan, it remains necessary for women to bring in an income and alleviate financial constraints. The program put in place at Za’atari is called “Women and Girls Oasis” where UN

Women Jordan provides the refugees with productive practices that can enable women to be self-reliant by learning how to tailor or speak English, for example (Jabbar & Zaza, 2015). While it is visibly not the same as a classroom style formal education, it might incentivize families that are reluctant to send their children to school, while also providing their daughters with tools to lead productive lives, and would reflect a more cultural vision of useful education for the Syrians in Jordan.

The last major consideration we must take into account regards the risk assessment of the actual students deciding if they want to remain in school or drop out. For example, when parents remark the lack of public school transportation, they consider the financial burden. They also assess the safety risk of sending their daughters into a situation where they are more likely to be vulnerable to gender based violence. The same applies to the actual daughters that assess the risk of attending a school where they are not welcome, being Syrian refugees. A study on safety risk intelligence looks at how children understand safety and risk from a developmental psychology perspective. The authors define safety as a time when you are facing “little or no risk of injury,” and it is considered a “means of providing emotional satisfaction, a sense of security... and a confidence to participate” (O’Neill, 2016). In contrast, risk is described as “the potential realisation of undesirable consequences from hazards arising from a possible event” (McGraw-Hill & Parker, 2002, 1820). The study continues by explaining the healthy amount of risks that should be taken by children for their “optimal growth” and as an integral part of their “identity formation” (O’Neill, 2016). Syrian refugees attending school in a country where many citizens are considerably hostile towards them requires risk assessment.

Syrians face hostility from both Jordanian students and Jordanian teachers, which discourages them from persisting with school. One Syrian girl noted the street harassment by Jordanian boys on her way to school when “a guy said ‘Syrian for a penny’ meaning ‘Syrians are cheap’... tears fill my eyes” (Seeley, 2015, 65). A protection overview of the refugees in Jordan claims that “violence in school (bullying and in-class violence) is... the main reason for dropping out,” and the quality of instruction closely follows (JIF, 2018, 9). Syrians noted the importance of their relationships with teachers, saying that it contributed to how “Syrian youth related to Jordanian society more widely” (Seeley, 2015, 66). With sympathetic teachers, Syrian refugees often feel protected from the violence of Jordanian students. When Jordanian children wait outside the gates of school to harass Syrians, protective teachers will call the authorities to prevent such behavior. This “positive attitude towards integration” from ally teachers made a significant difference with regards to violence in school and therefore “whether Syrian students felt able to attend school” (Seeley, 2015, 66). In other words, protective teachers enabled Syrians to feel safe in a hostile environment, which therefore encouraged them to prolong their education. While this allied security did not completely remove the risk of Syrians being harassed by Jordanians, it was incentive enough to push through the bullying. Conversely, when teachers contribute to the discrimination, it disheartens refugees and they feel like they would rather stay home than go to school. One student commented on how her teacher “was in each call to prayer praying to have the Syrians kicked out of Jordan” (Seeley, 2015, 68). Teachers will call their students “donkeys,” grade them unfairly, and even refuse to let them participate, which is completely demoralizing for Syrian students hoping for normalcy in their life by attending

school (Seeley, 2015, 68). The risk for students is not worth the possible education because there is a lack of safety, and the students ultimately feel even more unstable.

While the universal right to education is clear in theory, it is not easily applicable in practice. Constraints such as adherence to traditional values and the abundance of risks deter female students from wanting to attend school. While the steep dropout rate of 68% encompasses all Syrian adolescent refugees, women are more vulnerable to specific risks, like gender based violence or being expected to respect parental authority and marry young. In order to increase enrollment and decrease dropout rates, the international community must develop incentives that are refugee and culturally based, rather than governmentally based. Public transportation must be provided as it better protects women from predators. Vocational training should be more strongly considered as it culminates in a means of providing income and being a productive member of both the society and the family. It might be time to reconsider the value of a formal education for Syrian refugees that are unable to compete for public sector jobs and are restricted to fields that do not necessitate an education. If not, the quality of instruction within the classroom must ameliorate for retention, where the burden of sending their daughter to school has long term benefits that parents deem necessary for their daughter's survival once able to return to Syria.

While there are seemingly many reasons for which women choose to not pursue their education, there is no statistical evidence that points to a particular cause of low enrollment. This research aims to focus on the refugee perspective in particular, as most studies look at the problems of education for Syrians in Jordan from a policy perspective. There indeed must be particular policies put in place to increase demand for education, but these policies cannot be developed in the interest of solely the government. It is the international community's

responsibility to understand the needs of the refugees with an understanding of their cultural context and with an understanding of the social climate they now face in a foreign country. It is easy for a Westerner to assume the causes for low school enrollment among low socioeconomic Syrian communities; it is harder for the assumption to be proved if not speaking directly to the refugee, him or herself. The best way for the international community to address the disconnect between the host government and the asylum seeker is by going to both sources and understanding each point of view.

Methodology

This was the researcher's first time conducting formal research through qualitative data collection. Given the sensitivity of the subject matter, it was unethical to simply go from door to door in host communities so as to inquire about the experiences of Syrian refugees with education in Jordan. Therefore, the researcher went to a Syrian refugee housing complex so as to ensure that the shelter could attract participants that already were willing to contribute to the study. The first location visited was in Safut, Jordan where the Syrians were mostly all enrolled in school and discussed their experiences with the system from a more positive perspective. They were lucky enough to be part of an organization that promoted their education, and they had optimistic perspectives when it came to the value of education. The second location was a housing complex for Syrian refugees that was generous enough to offer their opinions for the purpose of the study. The refugees offered responses more compatible with the information previously identified as deterrents for the pursuit of education.

Ethical Considerations

Given the vulnerable nature of both the minors and their guardians that the researcher interviewed, confidentiality was integral to remaining ethical throughout the process. Because of

the language barriers, it was also necessary to ensure that a translator was present at all times. All interview questions were translated and proofread well before the data collection to avoid any chance of misinterpretation. The questions were then discussed between the researcher and the translator for all interviews so as to ensure that the content was well understood. The researcher wanted to ensure that the content was correctly conveyed to those that were willing to participate in the study. After the participants signed the consent and assent forms, the researcher assigned a number to the participant and indicated whether or not they were a “guardian” or “child” so as to preserve their identity. Most participants were not comfortable with recordings, so the researcher resorted to written notes for the purpose of their ease. The notes were then transcribed onto the computer with the annotations that the researcher originally prescribed.

Methods

The study population consisted of multiple families wherein the researcher interviewed both the guardians and their daughters, above age ten, regarding their opinions on the education system in Jordan and why they waited to enroll in school in the first place. The researcher wanted opinions from both perspectives to better understand the struggles faced by the parents versus the struggles faced by the students in question. While the daughters experience the actual difficulties of being in school, the parents observe the outcomes of the system. Parents more actively manage the financial burden of transportation, but the daughters more actively endure hostility from their peers at school. Both perspectives offer insight into experience and observation about one and the other. To ensure that the data reflected this nuanced situation, it was important to interview the daughters and her parents instead of female students and random parents. The translator ensured that all of the participants’ responses were translated and noted

particular aspects of those responses for further explanation post interview. This ensured that the researcher understood the intended meaning of the responses that were surrounded by a cultural context; Thanks to the translator, data was correctly discerned without making any assumptions. The researcher mostly asked the same questions for the parents as she did for the daughters (from their respective perspectives) so as to note the difference in responses depending on the position that the participant finds herself in.

Obstacles and Adjustments

Obstacles inherently arose as a result of the vulnerable nature of the population interviewed matched with the researcher being foreign. The guardians often questioned the confidentiality and purpose of the study, having difficulty leaving their child alone with the researcher and translator. If the guardian did agree to the individual interview, she sometimes chose to come back in and listen to the latter half of the questions and answers. This compromised the responses of the daughter, as some restricted their answers according to the ideologies of the adult present. In terms of the guardians interviewed, only a female guardian was ever willing to be interviewed. While the study called for the perspectives of both parents, interviewing the fathers proved to be difficult. If the father had not passed away or remained in Syria, he was not available or comfortable to speak on such issues.

The researcher's initial proposal related specifically to drop out rates of Syrian refugee adolescent women. Upon arriving at the first location of data collection, the difficulty of procuring such specific information became painfully clear. The researcher changed her topic to reflect a broader subject matter so as to recruit more participants willing to discuss their experiences. With the change of the hypothesis, the methodology was also adjusted. For every

individual interview, the questions were particularly catered to the participant at hand. This made data more accessible for the researcher.

While qualitative research assured that the study comprised results and responses of depth, it also lacked any standardization. The benefit of quantitative data is the uniformity of the questions. The variety of participants culminated in adjusted questions depending on the particular responses throughout each interview. Therefore, things were covered in some interviews that were not covered in others. While common themes were still extractable, the consistency of each interview was affected which takes away from the thoroughness of each interview.

Findings/Results

As interviews were only conducted in two locations, the interview responses of participants greatly differed with regards to particular experiences depending on where the interviewed were located. The first place of data collection was at a charity shelter in Safut. The general consensus was in support of education as a means of promoting female empowerment. The daughters and their mothers were educated and striving for further education for the purpose of self reliance. The girls rarely discussed harassment and mothers emphasized their involvement in their daughters' decisions and academics. The second location was in Northern Amman, where the women interviewed suffered more from the difficulties of education in Jordan as Syrian asylum seekers. The families vocally expressed their discontentment with the Jordanian system and explained why it could not be prioritized. The polarized responses that resulted from locational differences destabilized the initial hypothesis, but did not completely refute it.

Common Themes

The elicited interview responses demonstrated common themes, where participants discussed similar experiences or ideologies about the education system offered in Jordan. While the guardians and daughters were interviewed separately, responses did not vary according to the question posed. The mothers were very well aware of the situations that their daughters were in and the goals and ambitions of each daughter were supported by the mother, situation permitted.

Role of the Teacher as an Ally for the Syrian Girl's Academic Experience

The researcher explained the importance of teacher alliance for the emotional stability of the Syrian refugee. An ally teacher will ensure a safe environment for all students because he or she will condemn Jordanian students mistreating the Syrian students and this will prevent Syrian children from feeling isolated by the community as a whole. The daughters that emphasized a positive pedagogical presence had equally positive peer relations. One daughter recalled a time when a Jordanian boy was bullying her, for being Syrian, in school. Without getting into the specifics of his hostility, the girl said the bullying was quickly resolved when a teacher explained the consequences of his hurtful actions on her emotional wellbeing. According to the girl, he immediately stopped harassing her. All of the children that reported positive teacher relations also explained the variety of friends they had in school. With an ally teacher environment, the girls were friends with not only Syrians, but also Jordanians and Palestinians. Any daughter that reported racial discrimination but also mentioned support from authority figures were encouraged to pursue their education, regardless of temporary discouragement.

In Contrast, when the teacher or supervisor does not assume the role of an ally, this has an effect on the school's environment for Syrians and affects their mental stability. One daughter and her mother adamantly emphasized the hostility of the girl's headmistress at school. This

dynamic set forth by the administrators and the ambivalence of the teachers in the face of bullying and harassment encouraged the children to harass the Syrian girl. The daughter spoke about the bullying, telling the researcher and translator about how her peers would put a sign on her back that said, “Donkey for Sale.” One boy even displayed his penis for her, and when she complained to her teachers, they did nothing to ameliorate the situation. When questioning the mom about the harassment, she included that her daughter would retaliate the physical abuse that she endured. As a result of her behavior, the headmistress called her parents and threatened to complain to the parents of the harassers that were the brunt of her retaliation. According to the mother, this threat implies that if the parents of the harassers decided to file a complaint against the Syrian girl and her parents, the Jordanian government might consider sending them back to Syria. Facing the contempt of her teachers and the headmaster, which in turn encouraged her peers’ abusive behavior, she decided to leave school. This also supports the hypothesis that the ally teacher positively reinforced the priority of education and integration, while a hostile teacher pejoratively affected the experience of the Syrian student and prevented integration with her peers.

In 2008, Queen Rania of Jordan launched the Madrasati campaign to bring together different companies and organizations that might be able to improve educational environments of schools around Jordan (Madrasati, 2018). According to the research conducted by the campaign, the physical learning environment has “an impact on students’ safety, health, attendance, and academic performance” (Madrasati, 2018). The campaign looks at ways to ameliorate said learning environment so as to better incentivize education for students. In April 2018, “Say No to Bullying” was composed by singer Aziz Maraka with both the Ministry of Education and

Madrasati. Queen Rania plans to visit twelve schools around Jordan with this composer, aiming to address the causes and effects of bullying. Madrasati is facilitating workshops so as to “tackle the root cause of bullying, its detrimental effects on its victims, and measures to prevent it” (Jordan Times, 2018). After students participated in a hands-on activity of “designing a tool for raising awareness,” the students attended a concert held by Maraka (Jordan Times, 2018).

In terms of promoting teacher allyship in schools, the Queen Rania Teacher Academy (QRTA) has multiple programs put into effect for the improvement of all education aspects in Jordan. The “Blended Approach to Teacher Training” (BATT) launched courses as a second part of an initial project that aimed at improving the quality of education for Syrian refugees. The course is meant to train teachers on “how to manage large numbers of students, promote dialogue... and ensure inclusion of all children” (QRTA, 2015). This project hopes to reach a strong audience of teachers in Jordan and around the region. Generally, the QRTA aims at improving the general atmosphere and environmental practices in Jordanian schools through teacher training initiatives. With such initiatives, teachers can understand the importance of a healthy classroom dynamic to better enforce inclusion and positive peer relations. If the teacher demonstrates a certain behavior, his or her students are more likely to reproduce the same behavior or be more responsive to the teacher’s discipline.

System Shortcomings - Accessibility, Financial Restraints, Double Shift System

The researcher found that every mother supported her daughter’s pursuit of education. Unfortunately, there were situations in which the girls could not attend school because of external factors that do not correlate with a mom wanting to inhibit a girl’s academic development or traditional barriers. System shortcomings affect the likelihood of whether or not

a daughter is able to attain this universal right, and how well she can attain it. Difficulties preventing school enrollment begin with documentation. The first daughter that the researcher interviewed had recently dropped out of her neighborhood school. Her mother and daughter made the mutual decision to terminate her education because of the school's rejection of her papers. While she was living in the Za'atari camp, the education officials had overlooked her lack of confirmed paperwork; this meant that she was placed in the rightful school level according to her age. The mother explained to the researcher that her daughter was an exceptional student at school and excelled in every subject. Once she moved into the host community, it was time for her to begin seventh grade, which is the first year of secondary school in the Jordanian system. Because of her unverified documentation, the school decided to hold her back and place her in a third grade classroom (any student lacking confirmed paperwork is automatically placed in third grade). The daughter commented on how this made her depressed as she was always a brilliant student and had never been held back in Jordan. Additionally, her siblings had their paperwork confirmed and were able to be placed correctly according to their ages and levels of education. She was the only one unlucky enough to be unverified. The final straw that pushed the daughter and mother to leave the school was as a result of a disciplinary violation. The daughter was expected to wear the primary school uniform, even after she had not worn it for years, and refused to do so because of how humiliating she felt it would be. The mother decided that she would homeschool her eldest, rather than allow the school to inhibit her pursuit of education. Likewise, an interviewed daughter that had recently gotten married exhibited a stoic demeanor regarding the value of education and offered little opinion about the significance of her studies. She offered no insight into why she did not care to enroll in classes or

attempt to pass the Tawjihi. It was not until the end of the interview that the researcher learned about the girl facing a similar situation as the aforementioned daughter. Her documentation was denied and she would have been forced to enroll as a third grader within the host community, which discouraged her from pursuing her education at all. The recent bride has determined that education is not a priority for her happiness and wants to conceive a child as soon as she can instead.

Financial restraints also prove to dishearten girls and women from pursuing an education or even a skill set. For example, the last mother that was interviewed had terminated her education in ninth grade. While in Jordan, she had begun taking English classes to become more competitive in the labor force, but was required to stop because her family lacked the budget for said classes. The same mother that intends on homeschooling her child mentioned her daughter's innate artistic talent. Because her daughter recently feels depressed, the mother wants to encourage the publication of her work. Unfortunately, the family does not have the means to send her to take specific art classes that would help attain the level necessary for publishable work. This type of course does not fall into the category of formal education that has been researched and discussed in this study; it is necessary to acknowledge it, though, because it remains a potential means of providing income for the family. Fees of the sort are deterrents for children, and even women, hoping to develop a skill that could be potentially profitable for their family. In addition to not having the finances for the courses, the mother could not afford the cost of transportation.

While the data indicates that the price of transit does not prevent girls from going to school, it remains a hindrance for the children and their mothers. One mother talked about how

she is unlikely to send her daughter to school if she must walk, for safety reasons. Thankfully, the girl's family has the resources to split the fare of a bus with other girls that end up riding the same one together. Otherwise, transportation fees were not commonly mentioned as a major obstacle of attending school, but rather as a shortcoming within the system that remains a nuisance for Syrian families. The responses of the interviews did not support the idea that transportation (on its own) dissuades girls from pursuing an education. While transit to and from school remains a safety concern for many Syrians, none of the participants claim it as the cause for not attending school. Transit safety becomes more relevant depending on which shift the Syrian girl attends, as mothers expressed more disapproval if she must walk home after the evening shift than after the morning shift.

Every girl and her guardian unanimously acknowledged the morning shift being superior to the evening shift, without any hesitation. Not only did the guardians recognize the importance of any student's routine, even the girls spoke about the morning shift facilitating healthy lifestyles. When assigned to the morning shift, the girls were up earlier, able to spend time with their families, and in bed sooner at night. The girls also touched on having clearer minds in the morning, rather than in the evening. Not only is the morning shift visibly the preferred option, but the double shift system also appears to be inconsistent. Two girls spoke about how they switch shifts every other month with their fellow Jordanian peers. Another girl in the fifth grade said that she had not been in the evening shift since the end of first grade. One student, in particular, was a notably excellent student with a 98% average. She talked about preferring the morning shift because she was then able to attend the evening shift if she felt the need to reinforce the lessons of any subject. Because of the visible inconsistency, the researcher was not

able to determine whether or not the double shift system was enough of a deterrent to impede girls from going to school. The interviewed girls said they preferred the morning shift, but persisted to attend school regardless of which shift they were required to attend. No interviewed girl, however, was required to only attend the evening shift.

Parental Influence

The researcher discussed the value of parental authority among Arab families. As such, the data supported the assumption that guardian reverence carried weight for decisions made by children discerning whether or not education should be prioritized. Each guardian supported and promoted their daughter's education if she so wished to pursue it. One guardian, the Mother-in-Law of the participant, did not particularly take a stance. That being said, she recognized the financial benefits of her Daughter-in-Law (16 years of age) at least learning a skill, like sewing, so that she could contribute to the family income. Without any parental influence (from her parents in Za'atari either) leaning in a particular direction or taking a steadfast stance, the Daughter-in-Law did not feel pressured to continue her studies and therefore has decided to remain within the home and work towards having a child. She was married by her parents as a minor for safety measures after hearing about high rape risks within the camp. By getting married, the girl was able to enter a host community and prevent any risk of sexual violence.

Other than the impartial standpoint of the Mother-in-Law, most mothers sustained the belief that their daughters must finish their studies before they marry. After a certain daughter was unable to attend school in her age grade because of uncertified documentation, the mother committed to teaching her daughter at home (herself being educated and able to do so). Another mother valued her eldest daughter's education, but felt forced to remove her from school because

of her daughter's inclination to impulsively retaliate against the peers harassing her in school. She mentioned that both of her younger daughters were in school on track to graduate high school and hopefully graduate from college. She also mentioned that if they have the chance to repatriate to Syria, she will encourage her eldest daughter to complete her education. The general consensus was that education was necessary for survival as it strengthened women in hard times and increased their chances of combating any difficulties faced.

All mothers that pushed their daughters to continue their education influenced their daughters to have the same sense of perseverance. The researcher noted the value of parental authority in her hypothesis, and this theory was supported seeing as the daughter's dedication to achieving an education depended on the dedication put forth by their guardian. If the mother enforced education as a necessity for child development, their daughters had similar if not stronger convictions about its value. The daughter of the mother devoted to teaching her at home to maintain the progression of her daughter's education had notably high marks in school before her documentation was invalidated. The other mother that pulled her daughter out because of the child's aggressive and impulsive behavior also mentioned her daughter's high percentile average prior to the harassment. The daughters are motivated by their mothers' influence and want to follow lead.

The daughters that were interviewed in Safut unanimously spoke about the importance of self reliance via education. They talked about how their mothers were educated and that this, therefore, motivated them to pursue their own education. The children also mentioned how important it was for them to display this knowledge by being able to someday help their own children. A Syrian girl that aspires to be an architect said that she would feel ashamed if she

could not answer a homework question that her daughter inquired about. She wants to show her future children the necessity of education for the purpose of self reliance as a means of female empowerment. The best way to do that is by having a diploma, herself.

Differences

As noted in the introduction of this section, recurring themes arose in each interview, but difference in neighborhoods changed the level of dedication that participants felt towards their or their child's education. While interviewee responses demonstrated the indisputable influence of parents or guardians on their children, this theory manifested itself in altered ways, depending on the location of interviews.

Safut

The first location visited is provided by Zad Charity Foundation in Safut. When comparing responses from the mothers, they each concurrently promoted self reliance and independence for their daughters. When any mother was asked which path she preferred her daughter take between educating herself and getting married, she adamantly responded by saying that an education was most important to flourish in society, one particularly emphasizing that "I want to empower them to be independent" especially because "we came from Syria for my daughters' education." Another mother talked about her daughter completing her studies to be a "successful mom and wife while working" as she values her daughter's self reliance and independence from any man she marries, especially after having endured war in Syria. Another way in which a mother exhibited how much she values her daughter's education is by specifically asking about her daughter's academic difficulties: "Anytime my daughter has a complaint about specific classes or difficulties with a particular subject, I'll listen as best I can if it's important; otherwise, I tell her to handle her own social situations." In this specific instance,

the mother referred to her daughter's "social situations" as typical recess fights that her daughter has with her friends, not harassment from other students. All of the mothers interviewed in Safut had a strong level of education, themselves, and either worked in Syria or are currently working now in Jordan. One of the women was an engineer in Syria before the war began. Another mother, that instinctively decided to homeschool her daughter so that she may pass her Tawjihi, is able to do so because of her own educational background. The last mother that was interviewed in Safut sews to help provide an income for her family. Their daughters have definitely remarked on this quality about their mothers, articulating their specific life goals and the importance of female empowerment.

Every daughter was asked what career she might want to pursue and if she would rather marry and have a child instead. Of the four daughters asked, each one had specific ambitions for their careers that they intended on pursuing actively while being married with children. The daughter who could not verify her documentation wants to be a teacher of Arabic literature; Her sister is an avid fan of border police because she has noticed that "they have strong personalities," and is inspired to contribute to society by "promoting education about traffic accidents so as to reduce its frequency." The third daughter talked about how she will be a doctor and follow her mother's lead in pursuing extensive studies. The last daughter told the researcher in English about how she will become an architect and "be financially independent regardless of whether or not I am married to someone." Each of these girls decisively argued in favor of a working and educated woman. They equally discussed their roles in society and their goals of being able to contribute to its amelioration. The future doctor explained that by being educated and self reliant, she will be able to "be more open to society and will more easily meet people".

This mindset facilitates her integration into Jordan as she seeks refuge from Syria. With the hope that this war will end, the mentality of self reliance will make Syrians more resilient as an entire community as they strive to build their country back together. Another daughter even mentioned her plans of being involved in charity organizations to help those that are vulnerable and cannot care for themselves. This sense of self empowerment notably appeared more often when the mother exhibited similar goals for their daughters, and even themselves. The daughters mimic the strength of their caregivers.

For those that do not possess this devotion or have the means for formal education, there are multiple initiatives geared towards the empowerment of Syrian children in an atypical fashion. Makani is a renowned movement that bolsters vulnerable children, girls and boys alike, and prioritizes those that are out of school. They have adopted a non-discriminatory approach that fosters a sense of inclusion and equal access for all children “regardless of their nationality, religion, ethnicity, language, abilities, gender, class” (UNICEF, 2). Makani offers alternative education opportunities that are meant to encourage children to return to school programs accredited by the Ministry of Education (UNICEF, 3). They provide life skills for what is meant to be a transitory time for children not in school. Makani wants those children and adolescents to become more involved within the community and use the life skills as a foundation for independence. For example, the initiative values social skills or teamwork skills; then, they apply those skills in four of what Makani has deemed to be “different life situations,” like life skills for everyday or life skills in humanitarian aid situations (UNICEF, 9). With this movement, UNICEF wants the vulnerable children to “enhance their active participation in their communities” (UNICEF, 9). Makani demonstrates a similar concept that participants of the study

mentioned. By having the skills to pursue a job or hopefully complete their studies, children are more capable of being involved in their communities by improving it on their own. The self reliance will derive from using the skills learned by putting them into practice for the purpose of various community improvements.

A specific program built for vulnerable females, that UNICEF has proposed, is within the Makani movement. It links empowerment and livelihood opportunities that encourage productivity. The program was created for women to “engage in safe and lawful employment” to increase a “woman’s access to monetary welfare” (UNICEF, 2017, 4). It also attempts to improve maternal and newborn health, which is another grave issue that Syrian women face as refugees in Jordan. As such, the women will receive training on how to produce newborn kits. The kit contains several items that are critical to a mother and her newborn’s health, like “essential winter items” and “diapers” (UNICEF, 2017, 5). After job training has been completed, the women producing the kits will be paid monthly. The program encourages women to provide an income for their families and build self reliance, without needing to pursue an education but while still learning a skill set that is considered profitable.

Northern Amman

The second location that the researcher visited was a shelter in Northern Amman that projected a much different dynamic than the former place of data collection. While the mothers did not advocate for the education of their children as much as the participants of the first location, the guardians still recognized its benefit and encouraged their daughters to pursue it if they so chose to. Self reliance as a means of female empowerment, however, was not discussed by the women at any point. The first daughter interviewed at the second location had recently

married and said that she intended on imminently becoming a mother. Her Mother-in-Law and husband neither encouraged nor discouraged her studies. The girl will rely on her husband for an income given that “he is pursuing his own vocational studies and expected to produce an income.” The second daughter interviewed at this location did not know what her future might look like. Her mother and father felt obligated to remove her from school because of her “impulsive and aggressive behavior.” She talked about her goals of becoming an engineer, but said that her fiancé was not fond of her pursuing an education, saying that “he won’t allow me to complete my studies and will definitely not allow me to work.” Her fiancé is her cousin and she mentioned that her aunt very much would support the completion of her niece’s studies by pressuring her son (her fiancé). That being said, given the fiancé’s rejection of her independence, the daughter said that she would be willing to respect his wishes if she has children when she turns eighteen (she’s currently 16). While her mother, herself, does not want her to get married immediately, she did not reject her daughter’s marriage proposal. She believes that if her daughter wishes to get married, then it is her role to support that decision once she turns eighteen. The mother ended her education after ninth grade and worked as a cook while she was living in Syria. She worked from her own home and now sews from home in Jordan. Because the parents worried about their daughter violently retaliating against her perpetrators at school, they have kept her within the house for two years. Both her fiancé and her parents are inhibiting the pursuit of her studies (but, one must acknowledge that her parents are more justified than her fiancé). Without the added encouragement from her parents that the other daughters had at the first location, she is not as dedicated to developing her self reliance and will settle for being a housewife, even though she wants to be an engineer, if it is what her family and fiancé would

prefer. That being said, her mother said that, “if we were in Syria, I would encourage her to become an engineer as it is her dream, but we cannot risk it.” The parents deem this inhibition as a necessity for their survival in Jordan.

Both daughters interviewed at the second location were sixteen; One was married, while the other was engaged. As formerly explained, the married girl chose this path out of necessity because she did not feel safe within the camps. The lack of safety that the participant felt supports the hypothesis that child marriage is encouraged as a result of gender based violence concerns. Recently, the Higher Population Council (HPC) published a report condemning the practice of child marriage in Jordan. The policy brief reveals that girls who marry early are less educated and have the lowest participation in the economy (HPC, 2017, 2). According to the report, once the girls marry they have no desire to enter the workforce because marriage was their socially acceptable path to adulthood (HPC, 2017, 8). The brief continues by recommending certain ways of preventing the practice as a whole. The first endorsed policy is making education compulsory where the women must “complete secondary education” (HPC, 2017, 16). This measure would ensure that every woman would at least have the means of pursuing a job if necessary or have the minimum diploma to be less vulnerable and overcome difficult times. With a diploma, any woman can be more self reliant, even if she is young and assumes that her happiness will not necessarily entail an education.

Conclusions

The hypothesis was that Syrian refugee girls do not enroll in school because of a range of safety concerns that prevent them from wanting to pursue an education in Jordan. The researcher discussed how education as a universal right is elusive when there are issues of accessibility,

quality, and societal tension. As a result of these deterrents, women may choose to pursue more feasible means of entering adulthood, like marrying early. While the data obtained supported the hypothesis' assumption of cause for low enrollment, it was destabilized given that the majority of participants were in fact enrolled, or attempting to be. The researcher found, additionally, that girls tenaciously seeking an education more strongly strived towards self reliance than those who did not prioritize education.

Education is important because it differentiates those that can overcome hardship from those that remain vulnerable and fail to prevail, as said by an interviewee herself. In order to lessen the vulnerability of people that have recently been displaced, developing self reliance must be prioritized to limit the amount of dependence on a detached community, such as the host government. Refugees have been stripped of all autonomy and must inevitably rely on the sympathy and compassion of the world. Given the inherent deprivation of independence as a result of displacement, using education as a way to recover self reliance mitigates the extent of their vulnerability. Women must empower their daughters to be independent as daughters respect their elders and will often mimic their actions and sustain their ideologies. On a similar note, if daughters find their mothers to be respectable role models, there is a case for similar mentorship with ally teachers. Teachers are the perfect progressive and educated mentors for girls that are seeking an aspect of normalization, separate from their unstable home life. Following the lead of adults with positive behavior will urge girls in the direction of independence.

The researcher noted the difference in self reliance depending on the commitment level to one's education. The daughters that were determined to pursue their studies and have a career strived towards independence. Their mothers facilitated this mindset and further encouraged their

daughters to improve their own lives so that they did not have to be at the mercy of an external force. The daughters that chose to not pursue their education were more readily prepared to compromise their goals and ambitions. They will adjust their ambitious paths to more readily reflect what their fiance or parents desire for their future. In the process, they abandon their independence in favor of someone else's preference. Women assess child marriage as a viable path into adulthood as a substitute to education and a diploma. This choice, though, does not factor the lack of personal freedom that develops once they delegate their decision making power to another person and allow themselves to depend on them for their safety and livelihood. Not only is this detrimental to self reliance, it is detrimental to the improvement of the community as a whole.

Each participant that discussed her goals of completing school passionately explained how her future career would benefit the community. Once someone has reached self reliance, that person is more capable of aiding the vulnerable people that still do not have the luxury to be self sufficient and rely on foreign benevolence. When people contribute to a common cause, especially having experienced the same crisis that the vulnerable people receiving the humanitarian aid did, it works towards a long term goal of redevelopment. Hoping that the war in Syria ends, societal reconstruction will require an effort of the masses. With a higher number of self reliant Syrians, there will be a stronger movement of rehabilitation guided by the Syrians themselves. This will lessen further dependence on other countries and make repatriation more appealing for Syrians that have built a life in a country, like Jordan, that does not want to integrate them as citizens.

The researcher also studied how relevant cultural notions of education affected enrollment rates. The interview responses determined that formal education in the way it is universally construed is desirable for the girls that are motivated to be self reliant. Girls that do not care to seek their education in a formal way are just as equally disinterested in vocational training. Therefore, after having acknowledged that this universal right to education is desired for those seeking self reliance, it reinforces the responsibility of the international community to make this right more accessible and improving its quality. It is in the best interests of the displaced community as well as the international community to advocate schooling for the long term benefit of strong self reliance. Self reliant community members will doubtlessly become economically active in the society, and therefore contribute towards the betterment of the community as a whole. By improving peer dynamic within the classroom, providing more morning shifts than evening shifts, and subsidizing transportation costs, girls are more inclined to enroll in school and prioritize their education as a necessity rather than an undesirable option amidst seemingly easier solutions to survival, like marrying early. Refugees are stripped of their possessions, homes, mental stability, and livelihoods. A displaced community must abandon their past life to escape crisis and survive with the clothes on their back. The lightest luggage that any person can carry is a developed and knowledgeable mind that can endure the bleakest of times and prosper against all the odds.

Study Limitations

The extent of this research was limited by several factors that impeded the validity of data results. The primary limitation was the narrow scope of the study. A viable analysis of data collection requires more data than simply twelve interviews. The interviews were extracted from

only two locations which is not indicative enough of the entire education system within Jordan as a whole. The polarized responses that resulted from separate locations demonstrate the necessity for added interviews from additional locations; this would better exhibit the difficulties of Syrian girls in Jordan generally, rather than according to two different neighborhoods. The hypothesis could neither be supported nor disproved because conclusive results were not attainable as a result of the limited scope. The shortage of time to complete this project did not permit for the depth necessary to conduct the number of interviews necessary to achieve decisive results.

The language barrier proved to be another limitation to the study. Because of the researcher's insufficient Arabic, she was neither able to translate the interview questions, nor conduct the interviews herself. This meant that the researcher relied on the translator to understand all of the data obtained. The researcher was unable to decipher the responses received during the interview which makes the likelihood of something being lost in translation high. While the translator, herself, was quite well versed in English, there is no way to account for something going unmentioned by accident or not being conveyed in the way the participant meant for it to be.

As well as misinterpretation being a consequence of the language barrier, the researcher assumes that the participants might have restricted some of their responses. Many of the mothers and guardians expressed concern and unrest as a result of a foreign woman interviewing their children about the education system in Jordan. They did not feel comfortable having their interviews recorded. Therefore, it is possible to assume that some of their responses were altered to shed a more positive light on the Jordanian education system. The valid distrust that the

participants felt towards the interviewer might have influenced the results, which would in turn affect the analysis.

Lastly, the divergence from the original interview questions affected the uniformity of the research conducted. While this was a necessary step to more accurately understand the individual situation of each participant, it culminated in conversations that were had with some mothers and their daughters, but not with others. As a result, the researcher designed more questions to ask during the interview process that were determined to be relevant later in data collection. Questions, such as whether or not the school was private or public, would have changed how the researcher understood the quality of education in Jordan as the former would evidently be of higher quality than the latter.

Recommendations for Further Research

As previously stated, it would be beneficial to interview participants from a range of locations so as to more conclusively determine the shortcomings of education in Jordan that deter girls from attending school. The researcher also recommends interviewing school faculty to understand their personal perspectives on the classroom dynamic. If possible, it would also benefit the study to interview fathers to see if their perspectives align with the perspectives of their wives and daughters. Another interesting study might be analyzing what the refugee community deems to be enough of a tangible incentive to send their daughters to school. If public transportation were subsidized, would parents be more willing to enroll their daughters? With this increased scope of study, the additional factors will more narrowly define the nuances of the education system, and how various perspectives within the system (such as parent, child, teacher) and neighborhood affect the views of schooling as well as how prioritized it can be.

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Primary Sources-

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Appendices

Questionnaire

English

Main Question:

What are the reasons behind adolescent Syrian girls' low enrollment rates into school in Jordan?

Interview: (For Parents)

- 1) What do you want for your daughter's future?
 - a) What type of education would you like for your daughter?
 - b) What would you like her employment situation to resemble?
 - c) Would you like for her to marry someone soon?
 - d) Would you like for her to have children soon?
- 2) Does your daughter have other ways of living a productive life besides a formal education?
 - a) How do you see this?
 - b) How much of her productivity is based upon her marital status?
 - c) How do you feel about the self reliance of young women?
- 3) How has the double-shift system affected your views of education for your daughter?
 - a) What do you think of the double shift system?
 - b) Would you prefer your daughter be part of the morning shift or the afternoon shift?
 - c) What are your concerns and complaints about sending your adolescent daughters to school?
- 4) Can you describe what your daughter complains most about with school?
 - a) What is her relationship with her teachers?
 - b) What is her relationship with her peers?
 - c) Does she have more Jordanian friends or Syrian friends?
 - d) What support does the school offer for her grievances?
- 5) Does she discuss the dynamic between Jordanian students and Syrian students?
 - a) If there are conflicts between students, how does your daughter handle it?
 - b) Do you ever get involved in conflicts?
 - c) Do teachers ever get involved in these conflicts?
- 6) If your daughter dropped out, why did you allow your daughter to leave school?
 - a) Was it your idea or her idea?
 - b) Are you happy with the decision?

c) What would you change about the decision if you could?

Interview: (For Daughters)

1. What do you want for your future?
 1. What type of education do you want?
 2. What would you like your employment situation to resemble?
 3. Do you believe a girl should work?
 4. Would you like to marry soon?
 5. Would you like to have children soon?
- 2) Do you have other ways of living a productive life besides a formal education?
 - a) How do you see this?
 - b) How much of your productivity is based upon your marital status?
 - c) How do you feel about the self reliance of young women?
- 3) How has the double-shift system affected your views of education?
 - a) What do you think of the double shift system?
 - b) Would you prefer to be part of the morning shift or the afternoon shift?
 - c) How well were you doing in school?
 - d) Do you have classmates that got married?
- 4) Can you describe what you complain to your parents most about with school?
 - a) What is your relationship with your teachers?
 - b) What is your relationship with your peers?
 - c) Do you have more Jordanian friends or Syrian friends?
 - d) What support does the school offer for your grievances?
- 5) Do you discuss the dynamic between Jordanian students and Syrian students?
 - a) If there are conflicts between students, how do you handle it?
 - b) Do you ever get involved in conflicts?
 - c) Do teachers ever get involved in these conflicts?
- 6) If you dropped out, why did you leave school?
 - a) Was it your idea or your parents' idea?
 - b) Are you happy with the decision?
 - c) What would you change about the decision if you could?

Arabic

استبيان

السؤال الرئيسي:

ماهي أسباب تسرب الطالبات السوريات المراهقات من المدارس في الأردن؟

(مقابلة: (للآباء والأمهات

ماذا تريد لمستقبل ابنتك؟ (1)

(أ) ما نوع التعليم الذي تريده لابنتك؟

(ب) ماذا تريد أن يكون وضع ابنتك الوظيفي؟

(ج) هل ترغب أن تتزوج ابنتك قريباً؟

(د) هل ترغب أن نتجب ابنتك الأطفال قريباً؟

هل لدى ابنتك طرق أخرى لتكون عضو منتج في الحياة بالإضافة إلى تعليمها الرسمي؟ (2)

(أ) ما رأيك بهذا؟

“" الزوجية " (ب) ما مدى العلاقة بين كونها منتجة وبين حالتها الاجتماعية

(ج) ما هو رأيك بخصوص اعتماد الشابات على أنفسهن؟

في المدارس على رأيك فيما يخص تعليم ابنتك؟ “" الصباحية والمسائية " كيف يؤثر نظام الفترتين (3)

(أ) ما رأيك بنظام الفترتين / الصباحية والمسائية في المدارس؟

(ب) هل تفضل أن تكون ابنتك جزءاً من دوام الصباح أو بعد الظهر؟

(ج) ما هي مخاوفك وشكاويك بخصوص إرسال بناتك المراهقات إلى المدارس؟

المدرسة؟

هل يمكنك وصف ماهي أكثر شكاوى تشكو منها ابنتك بخصوص المدرسة؟ (4)

(أ) كيف هي علاقة ابنتك بمدرستها / مدرساتها؟

(ب) كيف هي علاقتها بزملائها / زميلاتهن؟

(ج) هل غالبية أصدقائها أردنيون أم سوريون؟

(د) ما الدعم الذي تقدمه المدرسة لشكاوي ابنتك؟

هل تناقش ابنتك العلاقة في بيئة المدرسة وفي الصفوف بين الطلاب الأردنيين والسوريين؟ (5)

(أ) إذا كانت هناك نزاعات بين الطلاب ، كيف تتعامل ابنتك معها؟

(ب) هل سبق لك أن شاركت في نزاع؟

(ج) هل يشارك المعلمون في هذه النزاعات؟

لماذا سمحت لابنتك بترك المدرسة؟ (6)

(أ) هل كانت هذه فكرتك أو فكرتها؟

(ب) هل أنت سعيد بهذا القرار؟

(ج) ما هو الشيء الذي ستغيره بخصوص هذا القرار إن استطعت؟

(مقابلة: (للبنات

ماذا تريدين لمستقبلك؟ 1.

ما نوع التعليم الذي تريدينه؟ 1.

ماذا تريدين أن تكون حالتك الوظيفية؟ 2.

هل تعتقدين أن الفتاة يجب أن تعمل؟ 3.

هل تريدين أن تتزوجي قريباً؟ 4.

هل تريدين إنجاب الأطفال قريباً؟ 5.

هل لديك طرق أخرى لتكوني عضو منتج في الحياة بالإضافة إلى تعليمك الرسمي؟ 2.
(أ) ما رأيك بهذا؟

؟ "الزوجية" (ب) ما مدى العلاقة بين كونك منتجة وبين حالتك الاجتماعية

(ج) ما هو رأيك بخصوص اعتماد الشابات على أنفسهن؟

في المدارس على رأيك فيما يخص تعليمك؟ "الصباحية والمساءلة" كيف يؤثر نظام الفترتين (3)

(أ) ما رأيك بنظام الفترتين / الصباحية والمساءلة في المدارس؟

(ب) هل تفضلين أن تكوني جزءاً من دوام الصباح أو بعد الظهر؟

(ج) ما مدى جودة أدائك في المدرسة؟

(د) هل لديك زملاء في الصف قد تزوجوا؟

هل يمكنك أن تصفي ما هي أكثر شكاوى تشكين منها لوالديك بخصوص المدرسة؟ (4)

(أ) كيف هي علاقتك بمدرسيك؟

(ب) كيف هي علاقتك مع زملائك؟

(ج) هل أكثر أصدقائك أردنيون أم سوريون؟

(د) ما الدعم الذي تقدمه المدرسة لشكاويك؟

هل تناقشين العلاقة في بيئة المدرسة والصفوف بين الطلاب الأردنيين والسوريين؟ (5)

(أ) إذا كانت هناك نزاعات بين الطلاب ، كيف تتعاملين معها؟

(ب) هل سبق لك أن شاركت في نزاعات؟

(ج) هل يشارك المعلمون في هذه النزاعات؟

لماذا تركت المدرسة؟ (6)

(أ) هل كانت فكرتك أو فكرة والديك؟

(ب) هل أنت سعيدة بهذا القرار؟

(ج) ما الذي ستغيرينه بخصوص هذا القرار إذا استطعت ذلك؟

Informed Consent Form

SIT Study Abroad

School for International Training



Participant Informed Consent Form

Independent Study Project Topic:

Student Name:

Thank you for taking the time to participate in this project.

My name is _____. I am a student with SIT Study Abroad _____ program. I would like to invite you to participate in a study I am conducting. However, before you agree to participate in this study, it is important you know enough about it to make an informed decision. If you have any questions, at any time, please ask me. You should be satisfied with the answers before you agree to be in the study.

Brief description of the purpose of this study

The purpose of this study is to _____.

Your participation will consist of _____ and will require approximately _____ of your time.

There are _____ foreseeable risks in participating in this study and no penalties should you choose not to participate; participation is voluntary. During the interview you have the right to not answer any questions or discontinue participation at any time.

Rights Notice

In an endeavor to uphold the ethical standards of all SIT ISP proposals, this study has been reviewed and approved by a Local Review Board or SIT Institutional Review Board. If at any time, you feel that you are at risk or exposed to unreasonable harm, you may terminate and stop participation. Please take some time to carefully read the statements provided below.

1. *Privacy* - all information you present in this interview may be recorded and safeguarded. If you do not want the information recorded, you need to let the interviewer know.
1. *Confidentiality* - all confidential information will be protected.
1. *Withdraw* – you are free to withdraw your participation in the project at any time and may refuse to respond to any part of the research. Participants who desire to withdraw shall be allowed to do so promptly and without prejudice to their interests

If you have any questions about your rights as a participant, you may visit the World Learning website and check its policies on Human Subjects Research at:

<http://studyabroad.sit.edu/documents/studyabroad/human-subjects-policy.pdf> or contact the Academic Director at _____.

If you have any questions or want to get more information about this study, please contact me at phone: _____ or email at: _____.

Please sign below if you agree to participate in this research study and acknowledge that you are 18 years of age or older.

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

Interviewer's signature _____ Date _____

Arabic

نموذج موافقة على المشاركة في بحث

هدف البحث:

هدف هذه الدراسة هو البحث في معدلات تسرب اللاجئين السوريين من المدارس. نتمنى أن تساعد نتائج المقابلات في توضيح كيف يمكن للعالم أن يساعد اللاجئين السوريين فيما يتعلق بالاحتياجات التي يطلبونها لأنفسهم. بما أن التعليم يعتبر حقاً عالمياً لجميع الأطفال ، فإن طلب اللجوء ، لا يستطيع أن توفر أفضل الفرص للنجاح. أود أن أعرف عن تجاربكم الشخصية فيما يتعلق بنظام التعليم في الأردن وكيفية تأثيره على نظرتكم للتعليم وللنجاح الشخصي.

الخصوصية والسرية:

كل المعلومات التي سيتم جمعها ستعامل بسرية تامة من قبل الباحث ولن يطلع على البيانات إلا الباحث نفسه. بالإضافة الى ذلك سيتم اطلاق البيانات فور الانتهاء من الدراسة وتحليل النتائج.

حقوق المشاركين:

المشاركة في البحث طوعية وبمحض اختيارك. لا يتطلب الاشتراك في البحث ذكر الاسم او ما يدل عليه ومهما كانت اجابتك او رأيك فان هذه الاجابات والآراء لن تؤثر بأي شكل كان على وضعك. كما انه لديك الحق بعدم المشاركة في البحث ان شئت، واذا ما غيرت رأيك وقررت الانسحاب بعد المشاركة فيمكنك الانسحاب كذلك. ومن حقك رفض السماح للباحث باستخدام بيانات الدراسة في اي دراسات أخرى ستقوم بها الباحث الرئيسي. المعايير الاخلاقية لمؤسسة التعلم الامريكية:

أ. الخصوصية - كل المعلومات سيتم تسجيلها وحمايتها كما ستعامل بسرية تامة, من حقك رفض تسجيل المقابلة وذلك من خلال الباحث الرئيسي

ب. عدم الكشف عن الهوية - لا يتطلب الاشتراك في البحث ذكر الاسم او ما يدل عليه إلا إذا اختار المشارك خلاف ذلك

ج. السرية - إن جميع الأسماء ستبقى سرية تماماً ومحمية بالكامل من قبل الباحث من خلال التوقيع أدناه، فإنك تعطي الباحث المسؤولية الكاملة لحفظ هذا العقد ومحتوياته. كما سيتم توقيع نسخة من هذا العقد واعطائها للمشارك

إقرار موافقه 5.

من خلال التوقيع أدناه، فإنك توافق على استخدام ردودك على أسئلة الاستطلاع في دراسة بحثية بعنوان (التعليم تطوير الاعتماد على النفس لدى اللاجئين السوريين المراهقات). كما أن توقيعك يعني أنك لا تمنع باستخدام ، ردودك على أسئلة الاستطلاع خلال هذه الدراسة في دراسات مستقبلية على مواضيع مماثلة. وعلاوة على ذلك توقيعك يعني فهمك الكامل لحقوقك أثناء المشاركة في هذه الدراسة

-- توقيع المشارك _____ التاريخ _____

إقرار سرية 6.

من خلال التوقيع أدناه فإنك ملتزم بحفظ المعلومات المقدمة من قبل المشاركين في الدراسة بسرية في جميع الأحوال. وهذا يشمل هوياتهم، اجوبتهم على الأسئلة، أو أي معلومات أخرى

توقيع الباحث _____ التاريخ _____

توقيع المترجم _____

التاريخ _____

Assent Forms

Parental

Title of the Study: Education: Developing Self Reliance for Female Syrian Refugee Adolescents

Researcher: Mathilde Geannopulos

The purpose of this study is to examine female Syrian refugee drop out rates from school. We hope that the results of the interviews will help clarify how the world can better help Syrian refugees according to the needs they request for themselves. While education has been considered a universal right for all children, it is also acknowledged that, given circumstances of seeking asylum, it might not provide the best opportunities for success. I would like to learn about your personal experiences with regards to the education system in Jordan, and how it has affected both your view of education and your view of personal success.

I will ask you five questions that each have about three to four subcategory questions. I would like for you to answer as honestly as possible and as comfort permits. The interview should last approximately thirty minutes. Your participation is completely voluntary and you may withdraw your participation at any point before, during, or after the interview. While your daughters are aware of your involvement, your confidentiality will not be breached and she will not be informed of your responses. Likewise, her responses will be kept confidential.

Given the nature of the interview, I will ask personal questions that might cause slight discomfort, but there are no foreseeable or expected risks. You may skip a question if you would not like to answer it.

There is no direct benefit from the study besides discussing personal experiences and vocalizing personal thoughts on the matter.

Confidentiality

The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file. If audio tape recordings are permitted by the participant, I will solely have access to them for the purpose of transcribing relevant information and they will be used for educational purposes. They will be erased/destroyed from all technological platforms once my research is completed. We will not include any information in any report we may publish that would make it possible to identify you.

Right to Refuse or Withdraw

The decision to participate in this study is entirely up to you. You may refuse to take part in the study *at any time* without affecting your relationship with the investigator of this study. Your decision will not result in any loss or benefits to which you are otherwise entitled. You have the right not to answer any single question, as well as to withdraw completely from the interview at any point during the process; additionally, you have the right to request that the interviewer not use any of your interview material.

Who will see the information collected about you?

When I am finished with this study, I will write a report about what I learned. This report will not include your name or that you were in the study. I will give you a fake name and I will not keep any of the materials you recorded.

Please feel free to contact me if you have any questions about the study.

Advisor:

I understand what I will be asked to do in this study. I understand that I can stop participating at any time.

I want to take part in the study.

Signature of Parent

Date

Principal Investigator Signature

Date

Minor

For minors aged 14-17

Title of the Study: Education: Developing Self Reliance for Female Syrian Refugee Adolescents

Researcher: Mathilde Geannopulos

The purpose of this study is to examine female Syrian refugee drop out rates from school. We hope that the results of the interviews will help clarify how the world can better help Syrian refugees according to the needs they request for themselves. While education has been considered a universal right for all children, it is also acknowledged that, given circumstances of seeking asylum, it might not provide the best opportunities for success. I would like to learn about your personal experiences with regards to the education system in Jordan, and how it has affected both your view of education and your view of personal success.

I will ask you five questions that each have about three to four subcategory questions. I would like for you to answer as honestly as possible and as comfort permits. The interview should last approximately thirty minutes. Your participation is completely voluntary and you may withdraw your participation at any point before, during, or after the interview. While your parents are aware of your involvement, your confidentiality will not be breached and they will not be informed of your responses.

Given the nature of the interview, I will ask personal questions that might cause slight discomfort, but there are no foreseeable or expected risks. You may skip a question if you would not like to answer it.

There is no direct benefit from the study besides discussing personal experiences and vocalizing personal thoughts on the matter.

Confidentiality

The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file. If audio tape recordings are permitted by the participant, I will solely have access to them for the purpose of transcribing relevant information and they will be used for educational purposes. They will be erased/destroyed from all technological platforms once my research is completed. We will not include any information in any report we may publish that would make it possible to identify you.

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Who will see the information collected about you?

When I am finished with this study, I will write a report about what I learned. This report will not include your name or that you were in the study. I will give you a fake name and I will not keep any of the materials you recorded.

Please feel free to contact me if you have any questions about the study.

Advisor:

I understand what I will be asked to do in this study. I understand that I can stop participating at any time. I want to take part in the study.

Signature of Minor

Date

Principal Investigator Signature

Date

Arabic

نموذج موافقة على المشاركة في بحث للقاصرين

عنوان هذه الدراسة المستقلة: التعليم: تطوير الاعتماد على النفس لدى اللاجئين السوريين المراهقات
اسم الطالب: Mathilde Geannopulos

شكرا لأخذك الوقت للمشاركة في هذا المشروع

اللاجئين; "SIT Study Abroad program. أنا طالبة في برنامج Mathilde Geannopulos اسمي
أود أن أدعوك للمشاركة في دراسة أجريها. ولكن قبل الموافقة على المشاركة في . "والصحة والعمل الإنساني

هذه الدراسة ، من المهم أن تعرف ما يكفي عنها لاتخاذ قرار سليم. إذا كانت لديك أية أسئلة، من فضلك لا تتردد في السؤال في أي وقت. يجب أن تكون راضياً عن الإجابات قبل الموافقة على المشاركة في هذه الدراسة.

لماذا طُلب منك أن تكون جزءاً من هذه الدراسة؟

هدف هذه الدراسة هو البحث في معدلات تسرب اللاجئين السوريين من المدارس. نتمنى أن تساعد نتائج المقابلات في توضيح كيف يمكن للعالم أن يساعد اللاجئين السوريين فيما يتعلق بالاحتياجات التي يطلبونها لأنفسهم. بما أن التعليم يعتبر حقاً عالمياً لجميع الأطفال ، فإن طلب اللجوء ، لا يستطيع أن توفر أفضل الفرص للنجاح. أود أن أعرف عن تجاربك الشخصية فيما يتعلق بنظام التعليم في الأردن وكيفية تأثيره على نظرتك للتعليم وللنجاح الشخصي.

ماذا سيطلب منك أن تفعل؟

في حال موافقتك على المشاركة في هذه الدراسة ، فستطلب منك المشاركة في مقابلة حيث سيتم سؤالك عن تجربتك في المدرسة. وهذا يتطلب ما بين 30 دقيقة من وقتك

هل هناك أي مخاطر أو إزعاجات محتملة لك؟

المشاركة في هذه الدراسة تحمل مخاطر معقولة (أو متوقعة). وقد تكون هناك مخاطر غير معروفة. ووالداك على علم بهذه الدراسة وقد تم أخذ موافقتكما على مشاركتك فيها إذا كانت لديك الرغبة في ذلك.

السرية

سيتم الاحتفاظ بسجلات هذه الدراسة بسرية تامة حيث سيتم الاحتفاظ بسجلات الأبحاث في ملف مغلق مع ترميز جميع المعلومات الإلكترونية وتأمينها باستخدام ملف محمي بكلمة مرور. لن نقوم بذكر أي معلومات في أي تقرير قد ننشره مما يجعل تحديد هويتك مستحيلاً

الحق في رفض المشاركة أو الانسحاب

قرار المشاركة في هذه الدراسة هو قرارك خاص بك تمامًا. يمكنك رفض المشاركة في الدراسة في أي وقت دون التأثير على علاقتك مع القائم على هذه الدراسة أو على أي خدمات تتلقاها حالياً. لن يؤدي قرارك إلى أي خسارة أو أي مزايا غير التي يحق لك الحصول عليها. لديك الحق في عدم الإجابة عن أي سؤال ، وكذلك الانسحاب كلياً من البحث في أي مرحلة خلال العملية ؛ بالإضافة إلى ذلك ، يحق لك أن تطلب من الباحث عدم استخدام أي من إجاباتك

من سيتطلع على المعلومات التي تم جمعها عنك؟

عند الانتهاء من هذه الدراسة ، سأكتب تقريراً عن ما تعلمته. ولن يتضمن هذا التقرير اسمك أو مشاركتك في هذه الدراسة. سأعطيك اسماً مزيفاً ولن أحتفظ بأي المواد التي سجلتها. إذا كان لديك أي أسئلة متعلقة بهذه الدراسة ، فلا تتردد في الاتصال بي على رقم الهاتف 0798705988 أو عبر البريد الإلكتروني على يمكنك أيضاً التواصل مع المدير الأكاديمي لبرنامجي على . geannopm@umich.edu

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يرجى التوقيع أدناه إذا

أفهم ما سيطلب مني القيام به في هذه الدراسة وأنه يمكنني التوقف عن المشاركة في أي وقت. وأود المشاركة في هذه الدراسة

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نموذج إذن الوالدين لمشاركة الطفل في البحث

عنوان هذه الدراسة المستقلة: التعليم: تطوير الاعتماد على النفس لدى اللاجئين السوريين المراهقات

Mathilde Geannopulos: اسم الطالب

طلب من طفلك المشاركة في دراسة بحثية. يحتوي هذا النموذج على معلومات مهمة حول سبب إجراء هذه الدراسة ، وما سيطلب من طفلك القيام به ، والطريقة التي سيتم فيها استخدام المعلومات المتعلقة بطفلك إذا وافقت على السماح لطفلك بالمشاركة في هذه الدراسة

SIT Study وأنا طالبة في برنامج اللاجئين والصحة والعمل الإنساني. Mathilde Geannopulos اسمي أود أن أدعو طفلك للمشاركة في دراسة أجريها. ولكن، قبل موافقتك وموافقة طفلك على المشاركة . Abroad في هذه الدراسة ، من المهم أن تكون على دراية كافية بها لاتخاذ قرار سليم. إذا كان لديك أي أسئلة ، من فضلك اسألني في أي وقت . يجب أن تكون راضيًا عن الإجابات قبل أن توافق على السماح لطفلك بالمشاركة في هذه الدراسة

لماذا تقوم بهذه الدراسة؟

سوف يشارك طفلك في دراسة بحثية حول معدلات تسرب اللاجئين السوريين من المدارس. نتمنى أن تساعد نتائج المقابلات في توضيح كيف يمكن للعالم أن يساعد اللاجئين السوريين فيما يتعلق بالاحتياجات التي يطلبونها لأنفسهم. بما أن التعليم يعتبر حقًا عالميًا لجميع الأطفال ، فإن طلب اللجوء ، لا يستطيع أن توفر أفضل الفرص للنجاح. أود أن أعرف عن تجاربك الشخصية فيما يتعلق بنظام التعليم في الأردن وكيفية تأثيره على نظرتك للتعليم والنجاح الشخصي

ماذا سيطلب من طفلي أن يفعل إذا كان مشاركاً في هذه الدراسة؟

ستطلب من طفلك المشاركة في مقابلة حيث سيتم سؤاله عن تجربة المدرسة. وهذا يتطلب ما بين 30 دقيقة من وقته

ما هي المخاطر أو الإزعاجات المحتملة لطفلي؟

حسب معرفتنا ، فإن الأشياء التي سيطلب من طفلك فعلها في هذه الدراسة ليس فيها أي مخاطر أكثر من مخاطر الحياة اليومية

السرية

- كما هو الحال مع جميع الأبحاث ، هناك احتمال أن يتم اختراق للمعلومات التي سيتم جمعها عن طفلك وسنقوم باتخاذ خطوات لتقليل هذه المخاطر ، كما هو موضح بالتفصيل أدناه في هذا النموذج. سيتم الاحتفاظ بسجلات هذه الدراسة بسرية تامة حيث سيتم الاحتفاظ بسجلات الأبحاث في ملف مغلق مع ترميز جميع

المعلومات الإلكترونية وتأمينها باستخدام ملف محمي بكلمة مرور. لن نقوم بذكر أي معلومات في أي تقرير قد ننشره مما يجعل تحديد هويتك مستحيلًا.

ما هي المنافع الممكنة لطفلي أو غيره؟

هذه الدراسة قد تكون مفيدة بالطرق التالية:

القدرة على مشاركة تجربتك في بيئة آمنة وخاصة والمساهمة في زيادة المعرفة في مجال التعليم لللاجئين. المعلومات التي يمكن الحصول عليها من خلال هذا المشروع البحثي قد تكون مفيدة للمنظمات غير الحكومية ومنظمات الرعاية الصحية والعاملين وواضعي السياسات واللاجئين والأكاديميين والمنظمات الدولية في تقديم المعلومات المالية

لن تشمل المشاركة في هذه الدراسة أي تكلفة عليك أو على طفلك. لن يتم دفع راتب لطفلك مقابل المشاركة في هذه الدراسة.

ما هي حقوق طفلي كمشارك في هذا البحث؟

المشاركة في هذه الدراسة طوعية. ويجوز لطفلك الانسحاب من هذه الدراسة في أي وقت. لن تتعرض لا أنت ولا طفلك لأي عقوبة بأي شكل من الأشكال أو تخسر أي نوع من المزايا إذا قررت إيقاف المشاركة في البحث. إذا قرر طفلك الانسحاب من هذه الدراسة، فيسأل الباحثون ما إذا كان من الممكن استخدام المعلومات التي قد تم جمعها من طفلك.

عند الانتهاء من هذه الدراسة، سأكتب تقريراً عن ما تعلمته. ولن يتضمن هذا التقرير اسمك أو مشاركتك في هذه الدراسة. سأعطيك اسمًا مزيّفًا ولن أحتفظ بأي المواد التي سجلتها. إذا كان لديك أي أسئلة متعلقة بهذه الدراسة، فلا تتردد في الاتصال بي على رقم الهاتف 0798705988 أو عبر البريد الإلكتروني على يمكنك أيضًا التواصل مع المدير الأكاديمي لبرنامجي على . geannopm@umich.edu

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يرجى التوقيع أدناه إذا:

لقد قرأت هذا النموذج وتم شرح هذه الدراسة البحثية لي. لقد قرأت هذا النموذج. لقد تم إعطائي الفرصة لطرح الأسئلة وتمت الإجابة على أسئلتي. إذا كانت لدي أسئلة إضافية، فقد تم إخباري بمن يجب علي التواصل معه أعطي تصريحًا لطفلي للمشاركة في الدراسة البحثية الموضحة أعلاه وسأحصل على نسخة من نموذج إذن الوالدين بعد التوقيع عليه.

التاريخ

توقيع الوالد / الوصي القانوني

التاريخ

الاسم الوالد / الوصي القانوني كتابة

التاريخ

اسم الطفل المشارك